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AUTHOR Middleton, M. A.
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ABSTRACT

Since the spring semester of 1974, the Work Experience Program has been operating in a number of secondary schools in Vancouver, British Columbia. This report is a survey of opinions from students, employers, parents and teachers regarding various aspects of the Work Experience Program. The purpose of the program is not to create job skills as much as it is to help students become self-directed, confident, and mature adults. The majority of survey respondents favored the program, and the objectives of the program were met. Weakness in the program is seen in some of the placements of students, and some students wished to be provided with more information regarding their placements and the program. Some employers desiged placements longer than half days, and some teachers commented that there was too much lost class time. (Author/BW)

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AN EVALUATION OF THE WORK EXPERIENCE EDUCATION PROGRAM IN FIVE VANCOUVER SECONDARY SCHOOLS

Research Report 75-19

October, 1975

M.A. Middleton

Evaluation and Research
Education Services Group
Board of School Trustees
1595 West 10th Avenue
Vancouver, B.C.
V6J 1Z8

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ABSTRACT

This report is an assessment of the Work Experience Programs in five secondary schools: Lord Byng, Kitsilano, Gladstone, David Thompson and Churchill. Students, employers, parents and teachers were surveyed. Their opinions regarding various aspects of work experience are presented in this report.

Generally the report is very favourable towards the program. Students were satisfied with the program and parents were very supportive. A majority of the employers and teachers favoured continuation of the program.

Weakness in the program is seen in some of the placements of students. Some employers desired placements longer than half days. Some students wished to be provided with more information regarding their placements and the program. Some teachers commented that there was too much lost class time.

The majority of respondents, students, parents, employers and teachers favoured the program. In the opinion of the respondents confidence was gained by the students in their placements. Some students learned about the world of work and clarified future career plans. The objectives of the Work Experience Program were met. Recommendations for improvements are presented so that weaknesses in the program as seen by some of the respondents may be overcome.

AN EVALUATION OF THE WORK EXPERIENCE PROGRAM IN FIVE VANCOUVER SECONDARY SCHOOLS

INTRODUCTION

In June 1974, an assessment of the Work Experience Program at David Thompson Secondary School was undertaken.[1] The program had been instituted on an experimental basis in the spring semester. The Work Experience Program was open to any interested students (fifteen years of age or older). The program occupied one or more weeks of the students' time in a semester.

Since the spring semester of 1974, the Work Experience Program has been operating in a number of Vancouver secondary schools.

This report is an assessment of the program in five secondary schools: Lord Byng, Kitsilano, Gladstone, David Thompson, and Churchill. Specifically, it is a survey of opinions from students, employers, parents and teachers regarding various aspects of the Work Experience Program.

The objective of the Work Experience Program is to provide opportunities for students to complement their classroom learning with employment experiences. The intention is to help students gain useful information about the requirements of employment by working in jobs with private employers or in volunteer positions with community service agencies.

The purpose is not to create job skills as much as it is to help students become self-directed, confident and mature adults. It is hoped that the student, through the Work Experience Program will discover the meaning and value of employment and gain a greater sense of purpose and direction.

One of the primary purposes of our schools is to assist students to prepare for satisfying and successful employment. The increasing complexity and the rapid technological change of our society are demanding improved preparation of students for entry into the world of work. Most of our schools are unable to simulate employment experiences. A good way to assist students to gain experience is to place them under realistic conditions in the community.

This report outlines specific differences among schools in the nature of the Work Experience Program. It presents the number of students who participated, the grades and sex distribution, and the names of the employers.

The assessment provides information on the nature of the employment situations, types of tasks and types of employers. It summarizes the opinions of students who participated in the program. It presents the employers' viewpoints, their opinions and suggestions regarding the operation of the program,

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[1] A. L. Hopwood. Work Experience Education Program at David Thompson Secondary School Department of Planning and Evaluation, Research Report 74-20. June 1974.

the types of students and whether or not they wish to continue with the program. Teachers' and parents' opinions regarding the program are also solicited. Finally, the report indicates strengths and weaknesses in the program.

Although the general objectives of the Work Experience Program are common to all schools, some of the schools (e.g. Kitsilano and Gladstone) have certain additional objectives. The students in these schools take Business Education. The staffs in these schools feel that the business community provides an excellent "laboratory" for the students and that industry must share in the design of the curriculum.

Kitsilano Secondary has a "Career Exploration" program which is part of the full program. Students are provided with a wide range of material to explore various fields of work. Gladstone Secondary has a co-operative work experience program in which there is significant input and participation from employers.

The purpose of the program in these schools is to "round out" the student's business education by:

(1) increasing social adjustments required on the job,

(2) building self-confidence and morale, and

(3) generally, developing a mature attitude toward the inter-relationships involving himself, his fellow students and his fellow workers.

The general objectives in the Work Experience Program for Business Education students are:

- to provide an opportunity to apply learned skills to real office situations.
- to introduce the social adjustments required on the job,
- to develop a mature attitude toward the world of work,
- to identify those areas of business where further training is needed,
- to predict which office occupation will best satisfy needs and aspirations, and
- to predict the chances of being successful in an office occupation.

METHOD

In Appendices A to E the questionnaire data from the schools were pooled to gain a larger sample size and to obtain a more comprehensive assessment of the program. However, data naming the employers, the number of students participating, and the sex ratio were kept separate by school and are listed in this manner in Appendix F.

Separate questionnaires were completed by 141 students, 116 parents, 78 employers, and 112 teachers.

The Student Opinion Questionnaire in Appendix A was designed to measure various aspects of on-the-job effects. This questionnaire contained 21 statements, some positively and some negatively oriented to the course. Students were asked to respond on a five-point scale. Choices ranged from "strongly agree" to "strongly disagree." Students were asked to circle the option which best described the way they felt about the Work Experience Program. The questionnaire was factor analyzed by principal components for taxonomic purposes. This procedure provides an analysis of the principal components of the questionnaire.

The Questionnaire for Students in Appendix B provided information on the size of the business that the student was sent to, various aspects of his job and measures of motivation.

The Parents' Questionnaire in Appendix C was designed to solicit parental opinions regarding problems, benefits and suggestions concerning the program.

The Employers' Checklist in Appendix D contained questions pertaining to quality of student help, desire to continue the program, and any benefits derived by either employer or student.

The Teachers' Questionnaire in Appendix E obtained opinions about the program and difficulties that may arise as a result of the program.

A frequency analysis listing the number of respondents and percentage of response was performed on all of the returns.

RESULTS

Summaries of the questionnaire responses from students, parents, employers and teachers appear in Appendices A to E.

A factor analysis was conducted with the responses of 141 students to the Student Opinion Questionnaire which appears in Appendix A. A matrix of correlation coefficients which indicate the contribution each questionnaire item contributes toward each major factor is shown in Table I. The factor analysis of responses (see Table I) yielded the following principal components.

Satisfaction	(Items 5, 2, 4, 1, 11 and 14)
Accomplishment	(Items 18, 15, 8, 13 and 17)
Social Affect	(Items 19, 21, 20 and 16)
Disappointment	(Items 6 and 7)
Job Conditions	(Items 10, 3 and 9)
Education	(Item 12)

On the "satisfaction" measures:

84% of the respondents reported that they were satisfied with their jobs on the work experience program,

79% found enjoyment in their work,

87% had been treated fairly on the job, and

65% would like to work in similar jobs after school; whereas only

5% disliked their work or found the job unpleasant.

On the "accomplishment" measures:

53% felt they had some freedom to make decisions on the job,

69% felt they were making a contribution to their employers' products or services,

65% felt they were being treated as one of the regular workers,

69% felt "part of the team" at work, and

64% received recognition for their good work or good ideas.

On the "social affect" measures:

87% felt their parents were interested in their work,

75% increased their ability to work cooperatively with others,

66% felt the program did not interfere with their school education, and

76% felt an increase in confidence and self worth as a result of the program.

The "disappointment" measures revealed:

Less than 4% of the students were disappointed with the job, and

21% felt bored with their jobs.

The "job conditions" measures revealed:

89% felt acceptance by other workers,

40% thought some job working conditions could be improved, and

53% were of the opinion that they were given special attention on the job.

On the "education" factor:

Approximately 55% thought their education was adequate to work full time.

The results of the Questionnaire for Students in Appendix B reveal that the majority (74%) of the employers were considered by students to be operating either medium - or small - size businesses.

Approximately 69% of the students felt the most important aspect of the Work Experience Program was learning the technical aspects of the job. However, 46% of the students indicated that their employers considered the ability to deal with the public was the most important part of the job.

Only 12% of the students thought their education had not helped them in their job experience. A majority (86%) agreed that the job experience had given them knowledge and information that they would not normally have received in school.

Eighty percent of the students thought that they would probably find it easier to function in their next job as a result of their work experience. Approximately 29% of the students would like to work full time for the same employer when they leave school.

The results of a frequency tabulation on the Parent Questionnaire in Appendix C indicated that 99% of the parents are in favor of the Work Experience Education Program for students. A majority (63%) of parents indicated that the program should be extended to other grades. Only (12%) believed that problems had been created due to enrollment in the program. Over 96% of the parents indicated that their son or daughter derived some benefit from taking part in the program. Sixty-three percent of the parents thought the work experience interested their son or daughter in a career.

The summary of responses to the Employers' Checklist may be found in Appendix D. The majority of employers (87%) rated their students in the "good" to "excellent" category. Approximately 90% of the employers wished to continue with the Work Experience Education Program. Seventy-seven percent of the employers derived some benefit from the student help. Only 14% of the employers wished to see changes made in the program.

The summary of responses to the Teachers' Questionnaire is presented in Appendix E. Sixty-six percent of the teachers believed that the students had derived some benefit from the program. Approximately 68% would recommend this program to other students in the class. Seventy-three percent of the teachers are in favour of continuing the program for students. Only 16% thought that problems had been created by student participation in the program. Approximately 14% indicated the students' progress in a school subject had been harmed by the program.

Appendix F contains the list of employers, the number of students sent to each employer by each school, and the total number of males and females who participated.

DISCUSSION

Students' opinions on the program can be summarized by noting the responses to items that correlate highest with a factor. As can be seen from Table I, item 5, "I found real enjoyment in my work," correlates highest with the "satisfaction" factor. Since 80% of the students agreed with this statement, a large majority of the students found their work experience program very satisfying. This satisfaction is expressed in their comments. The students felt their experiences to be very worthwhile. They obtained a great deal of useful information not provided in school. Some students learned to use new equipment, others learned to relax and be more at ease with the public.

Side benefits may accrue to some students who were not satisfied with their placement, such as a realization that the job area was not one that they were interested in. However, since some employers may form their impression of the program largely on the basis of students' attitudes, a non-satisfied student may negatively influence the employer's enthusiasm for the program.

Some students wanted more information about their job placements and the program in general. Others commented on poor planning.

Most of the students felt a sense of accomplishment in their job experience. They thought the program benefited themselves and their employers.

The parents of most of the students were interested in their Work Experience Education Program and rated it, "excellent." They thought that the students increased their self-confidence and that the program was beneficial. Many of the students became interested in careers as a result of the program. Financial costs (e.g., transportation to job) in work experience were a burden to some parents.

Most of the students were accepted by the other workers on the job. Almost 40% thought their job conditions could be improved. Many students were shifted to jobs other than those originally set out in the work experience planning. Others stated that employers should be consulted more with regard to the work placement.

A majority of the employers stated that they benefited from the services provided by the student. Other employers believed that the work experience was too short an interval for productivity to materialize. Many of these employers used all of the Work Experience Program placement time to train the student and therefore they would benefit only if the student came to work for them full-time for a longer period. Others had students placed in very limited roles where they observed and assisted the experienced staff.

Many of the employers were dissatisfied with the shortness of the program. This was especially true in situations where students were participating for half days only. Some of the employers indicated that the student should be given more information regarding expectations, duties, and responsibilities. In addition, employers thought that some screening of students should take place prior to placement.

A majority of the employers stated that the students gained confidence during the work experience placement.

A majority of the teachers stated that students derived some benefit from the program and they would recommend it for some of the students in their classes. They suggested that:

- students be screened carefully for the program,
- timetables be carefully arranged, and
- the counsellor be consulted before a student is assigned to a program.

Of those teachers who answered "yes" to question 4 of the Teachers' Questionnaire: "Have there been any problems created by the students' participation in the program?" common complaints made reference to poorer students who were unable to "catch up" school work which was missed. Another complaint was that teachers of a student were not informed earlier of the student's involvement in the program.

IMPLICATIONS

The following suggestions are made for possible improvements in the program.

1. There exists a need for greater liaison between teachers of subject areas and coordinators of the Work Experience Program. Areas of discussion should include general information regarding the program, academic status of the student, and overall benefits to be provided by the program.

2. Counsellors should be involved in the work placements.

3. Poor academic achievers should be screened if they are interested in participating in the Work Experience Program.

4. More information regarding the program (and specifically, about the work placement) should be given the students prior to their employment.

5. Consideration should be given to avoid half-day programs. Many of the employers are frustrated by the lack of continuity. In the words of one employer "rather one or two weeks of full days than half a year of half days."

6. Employers should be provided with some background information about the students being placed with them.

TABLE I

MATRIX OF CORRELATIONS OF FACTORS WITH ITEMS
(ITEMS ARE RECORDED ACCORDING TO HIGHEST CORRELATION WITH A FACTOR)

		FACTOR					
		1	2	3	4	5	6
Item 5	Satisfaction	0.78					
Item 2		0.76					
Item 4		0.74					
Item 1		0.69					
Item 11		0.66					
Item 14		0.45					
		*********					
Item 18	Accomplishment		0.76				
Item 15			0.68				
Item 8			0.66				
Item 13			0.61				
Item 17			0.49				
			********				
Item 19	Social Affect			0.75			
Item 21				0.62			
Item 20				0.57			
Item 16				0.50			
				*********			
Item 6	Disappointment				0.78		
Item 7					0.67		
					*********		
Item 10	Job Conditions					-0.46	
Item 3						-0.54	
Item 9						-0.68	
						**********	
Item 12	Education						0.77
							**********

APPENDIX A

SUMMARY OF RESPONSES TO THE STUDENT OPINION QUESTIONNAIRES (N = 141)

WORK EXPERIENCE EDUCATION PROGRAM

Some job experiences are more interesting than others. We would like to get your opinion about your job experience. Below are a number of statements. Please circle the answer which best describes the way you felt about your work experience program.

1. I was satisfied with my job on the Work Experience Education Program.

	A.	B.	C.	D.	E.	No Response
A. strongly agree B. agree C. indifferent D. disagree E. strongly disagree	60 42.6%	59 41.8%	12 8.5%	8 5.7%	0 0%	2 1.4%

2. I considered my job rather unpleasant.

	A.	B.	C.	D.	E.	No Response
A. strongly agree B. agree C. indifferent D. disagree E. strongly disagree	0 0%	7 5.0%	12 8.5%	63 44.7%	57 40.4%	2 1.4%

3. There were some conditions concerning my job that could have been improved.

	A.	B.	C.	D.	E.	No Response
A. strongly agree B. agree C. indifferent D. disagree E. strongly disagree	12 8.5%	44 31.2%	30 21.3%	43 30.5%	11 7.8%	1 .7%

4. I definitely disliked my work.

	A.	B.	C.	D.	E.	No Response
A. strongly agree B. agree C. indifferent D. disagree E. strongly disagree	0 0%	7 5.0%	11 7.8%	44 31.2%	78 55.3%	1 .7%

5. I found real enjoyment in my work.

	A.	B.	C.	D.	E.	No Response
A. strongly agree B. agree C. indifferent D. disagree E. strongly disagree	41 29.1%	71 50.4%	23 16.3%	5 3.5%	0 0	1 .7%

6. I am disappointed that I ever took a job with the Work Experience Program.

	A.	B.	C.	D.	E.	No Response
A. strongly agree	0	5	23	71	41	1
B. agree	0	3.5%	16.3%	50.4%	29.1%	.7%
C. indifferent						
D. disagree						
E. strongly disagree						

7. I was often bored with my job.

	A.	B.	C.	D.	E.	No Response
A. strongly agree	4	26	25	54	29	3
B. agree	2.8%	18.4%	17.7%	38.3%	20.6%	2.1%
C. indifferent						
D. disagree						
E. strongly disagree						

8. My employer treated me as one of the regular workers.

	A.	B.	C.	D.	E.	No Response
A. strongly agree	25	67	19	24	4	2
B. agree	17.7%	47.5%	13.5%	17.0%	2.8%	1.4%
C. indifferent						
D. disagree						
E. strongly disagree						

9. I was given special attention on the job.

	A.	B.	C.	D.	E.	No Response
A. strongly agree	14	60	23	33	8	3
B. agree	9.9%	42.6%	16.3%	23.4%	5.7%	2.1%
C. indifferent						
D. disagree						
E. strongly disagree						

10. The other workers on the job accepted me.

	A.	B.	C.	D.	E.	No Response
A. strongly agree	40	85	8	5	0	3
B. agree	28.4%	60.3%	5.7%	3.5%	0%	2.1%
C. indifferent						
D. disagree						
E. strongly disagree						

11. After school I would like to work in a similar job to the one provided by the Work Experience Program.

	A.	B.	C.	D.	E.	No Response
A. strongly agree	45	46	22	17	7	4
B. agree	31.9%	32.6%	15.6%	12.1%	5.0%	2.8%
C. indifferent						
D. disagree						
E. strongly disagree						

12. My education is adequate to go to work full-time.

	A.	B.	C.	D.	E.	No Response
A. strongly agree B. agree C. indifferent D. disagree E. strongly disagree	23 16.3%	54 38.3%	19 13.5%	37 26.2%	5 3.5%	3 2.1%

13. I felt part of the team at work.

	A.	B.	C.	D.	E.	No Response
A. strongly agree B. agree C. indifferent D. disagree E. strongly disagree	14 9.9%	83 58.9%	23 16.3%	16 11.4%	3 2.1%	2 1.4%

14. My employer treated me fairly on the job.

	A.	B.	C.	D.	E.	No Response
A. strongly agree B. agree C. indifferent D. disagree E. strongly disagree	40 28.4%	82 58.2%	11 7.8%	4 2.8%	1 .7%	3 2.1%

15. I felt I was making a contribution to my employer's products or services.

	A.	B.	C.	D.	E.	No Response
A. strongly agree B. agree C. indifferent D. disagree E. strongly disagree	12 8.5%	85 60.3%	28 19.9%	10 7.1%	2 1.4%	4 2.8%

16. My work experience increased my confidence and self-worth.

	A.	B.	C.	D.	E.	No Response
A. strongly agree B. agree C. indifferent D. disagree E. strongly disagree	30 21.3%	77 54.6%	22 15.6%	10 7.1%	0 0.0%	2 1.4%

17. I received recognition for good work or good ideas.

	A.	B.	C.	D.	E.	No Response
A. strongly agree B. agree C. indifferent D. disagree E. strongly disagree	26 18.4%	64 45.4%	35 24.8%	11 7.8%	1 .7%	4 2.8%

18. I was given some freedom to make decisions on my job.

	A.	B.	C.	D.	E.	No Response
A. strongly agree B. agree C. indifferent D. disagree E. strongly disagree	7 5.0%	68 48.2%	27 19.1%	30 21.3%	5 3.5%	4 2.8%

19. My parents were interested in my Work Experience Program.

	A.	B.	C.	D.	E.	No Response
A. strongly agree						
B. agree	47	76	12	2	1	3
C. indifferent	33.3%	53.9%	8.5%	1.4%	.7%	2.1%
D. disagree						
E. strongly disagree						

20. Work experience did not interfere with my school education.

	A.	B.	C.	D.	E.	No Response
A. strongly agree						
B. agree	29	64	13	26	6	3
C. indifferent	20.6%	45.4%	9.2%	18.4%	4.2%	2.1%
D. disagree						
E. strongly disagree						

21. Work experience has increased my ability to work cooperatively with others.

	A.	B.	C.	D.	E.	No Response
A. strongly agree						
B. agree	34	72	22	8	0	5
C. indifferent	24.1%	51.0%	15.6%	5.7%	0.0%	3.5%
D. disagree						
E. strongly disagree						

APPENDIX B

SUMMARY OF RESPONSES TO THE QUESTIONNAIRES FOR STUDENTS (N = 143)

WORK EXPERIENCE EDUCATION PROGRAM

Below are a number of statements. Please circle the answer which best applies to you. Place any comments on dotted lines.

1. My employer for the Work Experience Program was

   A. a large business
   B. a medium-size business
   C. a small business

A.	B.	C.	No Response
33	50	55	5
23.1%	35.0%	38.5%	3.5%

2. The most important aspect of my job experience was learning

   A. to get along with others on the job
   B. the technical aspects and skills of the job
   C. to discipline myself
   D. none of the above

A.	B.	C.	D.	No Response
29	98	1	13	2
20.3%	68.5%	0.7%	9.1%	1.4%

3. My employer indicated that the most important part of the job was

   A. the ability to deal with the public
   B. technical competence
   C. self-discipline of employees
   D. other

A.	B.	C.	D.	No Response
66	41	10	18	8
46.2%	28.7%	7.0%	12.6%	5.6%

4. My education at school has helped me in my Work Experience Program job

   A. a great deal
   B. more than a little
   C. a little
   D. not at all

A.	B.	C.	D.	No Response
28	35	59	17	4
19.6%	24.5%	41.3%	11.9%	2.8%

5. My job experience has given me information and knowledge that I would not normally receive in school.

A. strongly agree
B. agree
C. undecided
D. disagree
E. strongly disagree

A.	B.	C.	D.	E.	No Response
60	63	5	10	2	3
42.0%	44.1%	3.5%	7.0%	1.4%	2.1%

6. Because of my Work Experience Program job I will probably find it easier to function in my next job.

A. strongly agree
B. agree
C. undecided
D. disagree
E. strongly disagree

A.	B.	C.	D.	E.	No Response
44	71	21	4	0	3
30.8%	49.7%	14.7%	2.8%	0%	2.1%

7. When I leave school I would like to do the same kind of work full-time as the work I did on the Work Experience Program.

A. yes
B. no
C. undecided

A.	B.	C.	No Response
62	29	50	2
43.4%	20.3%	35.0%	1.4%

8. I would like to work full-time for the same employer when I leave school.

A. yes
B. no
C. undecided

A.	B.	C.	No Response
41	46	51	5
28.7%	32.2%	35.7%	3.5%

Please respond to the following questions by placing a mark (✕) on one of the seven positions that are between the two opposite words. The mark should indicate how you feel about the statement above the scale.

9. How important was your Work Experience Program to you?

not very important	: 1	: 2	: 3	: 4	: 5	: 6	: 7	very important	No Response
	2	5	5	11	31	54	32		3
	1.4%	3.5%	3.5%	7.7%	21.7%	37.8%	22.4%		2.1%

10. How interesting was your Work Experience Program for you?

very boring 1	2	3	4	5	6	7 very interesting	No Response
2	3	10	14	33	50	26	5
1.4%	2.1%	7.0%	9.8%	23.1%	35.0%	18.2%	3.5%

11. How much difficulty did you encounter in your decision to try the Work Experience Program?

a great deal of difficulty 1	2	3	4	5	6	7 no difficulty	No Response
0	2	7	15	38	47	29	5
0.0%	1.4%	4.9%	10.5%	26.6%	32.9%	20.3%	3.5%

12. Would you have desired more information regarding your placement with the Work Experience Program?

do not need more information 1	2	3	4	5	6	7 need a great deal more information	No Response
17	22	25	36	15	17	5	6
11.9%	15.4%	17.5%	25.2%	10.5%	11.9%	3.5%	4.2%

13. Please describe briefly your job title and function:

-Accounting Clerk - shown duties of accounting clerk but was not allowed to do them. Just watched procedures of workers.

-Dental Assistant and X-Ray girl.

-Helped with the customer service department by phone. People phoned and had complaints or problems and I would check the form and inform the customer when the shipment would come.

-Helped in a playroom in hospital - playing with kids, keeping them interested.

-Veterinarian Clinic - watched what they did, didn't do anything much, it was boring, wish I had done something more.

-Learned to operate a switchboard and type letters and most importantly, learned how to communicate with other people.

Question 13 - continued -

-Teller at Canadian Imperial Bank of Commerce-also on savings, personal chequing account and interest.

-Machinist - spinning sheet metal and forming.

-Observance of each department in a bank.

-South Vancouver Resources Board - family problems are brought here and social workers are sent out. People with problems are helped.

-Worked for an architect's firm by helping prepare a book and doing odd jobs.

-My job title was Public Relations; unfortunately there is no such position where I worked. I was doing general office work, because there was some misunderstanding of what I was actually supposed to do there.

14. Do you feel this program is worthwhile?

-It gives experience to a person who otherwise might not get any.

-Helped me to understand things of which I knew nothing. Showed me what type of work I would or would not do.

-Gives a little experience walking into a strange place and having to meet all new people, start a job and learn to work with them, talk to them all day and follow instructions carefully. I think I felt more at ease when I started the job I'm doing now, when I'd already gone through it once.

-Helped improve my self-confidence and my job skills.

-It convinced me to take more classes so I would be able to go to university.

-The program is worthwhile if you have a job where you will learn what you had in mind. In my job I didn't learn anything as far as office work went or record keeping, which is what I was supposed to learn.

-Yes, it was worthwhile, but I would like to do it another time at a different job, and if it didn't interfere with my work.

-I think this program is worthwhile but the business involved should be thoroughly checked out before students are sent.

APPENDIX C

SUMMARY OF RESPONSES TO THE PARENTS' QUESTIONNAIRES (N = 116)

WORK EXPERIENCE EDUCATION PROGRAM

Please answer the following questions by checking either "yes" or "no" in the appropriate box. If there are any comments, please make them in the space below under "Comments."

1. Has your son or daughter participated in a work experience program through the school?

114 98.3%	Yes	No	2 1.7%

2. Are you in favour of such a program for students?

115 99.1%	Yes	No	1 .9%

-I highly recommend this program be done on a longer time basis. One week is too short.

-Hopefully the Work Experience Program will be continued so others will benefit from the course too.

-Excellent for students who would like experience working in part-time jobs.

-Everybody should go on work experience at least once.

3. Do you think the program should be extended to include other grades?

73 62.9%	Yes	No	43 37.1%

-Should be extended, but only to a limited degree.

-Grades 10 to 12 are most ready for such a program.

4. Have there been any problems created because your son or daughter enrolled in the Work Experience Program? (Example: transportation).

14 12.1%	Yes	No	102 87.9%

-Problems arose between involvement with Work Experience Program and heavy load of homework or projects which seemed to be assigned at the same time.

-Problem keeping up with school work - loss of school time.

-Transportation was more an inconvenience than a problem due to poor bus connections.

-I feel the experience was good for ____, but we both agree that a little cash payment would cast a different stigma on the program. I don't mean wages as such, but at least pay for their transportation, especially in Richmond.

-Transportation costs; loss of school time.

-But money for transportation should have been paid by the school.

5. Do you feel your son or daughter derived some benefit from taking part in the Work Experience Program?

112 96.6%	Yes		No	4 3.4%

6. Has he/she become interested in a career as a result of his or her work experience?

73 62.9%	Yes		No	43 37.1%

-She was interested in becoming a secretary before, but now she found that she enjoys working with the public much more, or she might continue her education at a college. The one job she found interesting was "receptionist".

-This experience has enabled her to obtain a good job with a large firm in the department which she worked on her job experience program.

APPENDIX D

SUMMARY OF RESPONSES TO THE EMPLOYERS' CHECKLISTS (N = 78)

WORK EXPERIENCE EDUCATION PROGRAM

Please check (✓) the appropriate box which best indicates your position with regard to the following statements. Please make any comments below in the "Comments" section.

1. Generally the job performance of the student or students placed by the Work Experience Education Program may best be described as:

3	0	7	46	22
unsatisfactory	poor	mediocre	good	excellent
3.8%	0.0%	9.0%	59.0%	28.2%

2. We would like to continue our liaison with the Work Experience Education Program.

70	2	6
yes	no	uncertain
89.7%	2.6%	7.7%

3. The student help has been of some benefit to us.

60	11	7
yes	no	uncertain
76.9%	14.1%	9.0%

4. We would like to see changes made in the program.

11	42	25
yes	no	uncertain
14.1%	53.8%	32.1%

If yes, please comment below.

-Better if student spent more time than 2 - 2½ hours per day.

-All day rather than half days, perhaps for a shorter period such as two or three weeks.

-Should be expanded. Student was an asset to us.

-Would be pleased to have more students.

5. One objective of Work Experience Education Program is to help the students gain confidence. Did you notice any change in this or any other regard? (Add comments below.)

-Became more aware of what went on in a kindergarten class and seemed more able to make a choice for her own career.

-Became very proficient in her duties.

-More confidence at end of program.

6. Do you feel this program is worthwhile?

-Serves as a base for summer employment in that student becomes aware of the working conditions.

-Got true picture of business world

-Student benefited in that he had an unrealistic view of the job, what it required, and the people in it. He found out what it's really like.

-Beneficial in widening the student's experience of jobs and career possibilities.

-Invaluable to the students.

-The student didn't show any change but I feel this is an excellent programme as it exposes young people to responsibility. With today's lack of discipline in schools, students are graduating completely unprepared for working.

-Due to time limitations (one week) it would be that length of time before a student began to feel comfortable with his/her duties. However, there was a noted degree of composure with the public gained and self assurance. This program is beneficial both to the student and the employer.

-A proper evaluation of the students' abilities and intentions is essential prior to entering the programme. This would ensure a better ratio of student success and follow-up.

-Found that in the short period of time that we had the student he definitely had a gain in confidence and was a definite asset to us. I believe that this program should be kept up and expanded.

-The students who were in attendance at this Canada Manpower Center under the Work Experience Program, all possessed the qualities of confidence and poise. They willingly accepted assignments even though some jobs promised to be of a repetitious nature. We felt that the performance evaluation at the end of the week was a good idea as it served as a tool or instrument to aid the students identify strengths and areas in need of attention thus enabling them to give the latter some attention prior to their entry into the labour force.

-The students placed in our organization appear to have gained confidence and varied experience. We feel the program is worthwhile.

-I am not certain whether this questionnaire is aimed at the Co-op education program, or the Work Experience program. Our reaction to the Co-op program is not as enthusiastic as it is to the Work Experience Program which we feel should be extended to two weeks of saturation. The Co-op program is too disruptive to our operation, whereas the one-week program is a sort of "special event" which can be handled quite easily. Incidentally, we hired two of the students from the recent Work Experience Program; it's an excellent recruiting exercise for us ... in all, we have hired 9 or 10 students, to our great benefit.

-Better to have students at age 16 years in the service station industry. They should be of a licensable age and instruction re: responsibility.

-This was our first experience and the time was too short for any evaluation of benefit to either student or ourselves. We agree that the students should have an opportunity to be exposed to the different job prospects, so they can prepare for the line of career to choose. We hope we've been some help.

APPENDIX E

SUMMARY OF RESPONSES TO THE TEACHERS' QUESTIONNAIRES (N = 112)

WORK EXPERIENCE EDUCATION PROGRAM

An evaluation of the Work Experience Program is being conducted by the Vancouver School Board. We have been asked to obtain staff opinion of the program for this survey.

1. Do you feel the students have derived some benefit from the program?

Yes	No	No Opinion
74	0	38
66.1%	0.0%	33.9%

-I know of one who now has a job with the same company.

-It links school with the "outside world".

-Some did not feel engaged. Their expectations did not correspond with reality.

2. Would you recommend this program for some students in your class?

Yes	No	No Opinion
76	5	31
67.9%	4.5%	27.7%

-If there was more awareness on the part of the student as to what he would be getting into I would recommend the program.

-The program is fine in principle; in practice, the individual experience and student must be carefully considered.

-Especially those about to enter into the business world.

3. Are you in favour of continuing this program for students?

Yes	No	No Opinion
82	4	26
73.2 %	3.6%	23.2%

-If the students complete regular school assignments.

-If teachers are informed a long time ahead with some indication of what that particular student may gain and with a chance to discuss and share in the decision.

-Not in present form. Program should be fitted into timetable.

-I'd like some discussion before they are sent with the counsellor involved.

4. Have there been any problems created by the students' participation in the program?

Yes	No	No Opinion
18	64	30
16.1%	57.1%	26.8%

-The poorer student tends to get behind and makes little effort to catch up.

-Too much lost class time and consequently excessive extra demands on the teacher.

-Teachers should be informed earlier of students' involvement in the program.

-Some students do not feel they are obliged to complete work missed while on this program.

-Not to my knowledge.

-Lack of attendance in class created some problems of students catching up on necessary assignments.

5. Has the student's progress in your subject been harmed by this program?

Yes	No	No Opinion
16	66	30
14.3%	58.9%	26.8%

-Not as long as they are aware that extra work is needed to keep up.

-Failure to request and do regular work.

-The merits <u>far</u> outweigh the demerits.

-Progress has not been affected for good or bad.

-No. The opposite is probably the case as they now realize the importance of school.

-Good students catch up - poor students don't miss much.

-Especially not when they have "made up" missed assignments. Unfortunately they can not make up seminar participation.

-Hard to measure without knowing everybody's aims. So far as loss in terms of classwork, the serious student compensates and makes up - the reluctant one escapes.

-Of those involved I see no harm done.

-In very few cases though.

-Yes: Seriously.

-One type of experience offsets the class work - they gain a little and lose a little.

APPENDIX F

EMPLOYERS AND NUMBER OF STUDENTS IN THE WORK EXPERIENCE EDUCATION PROGRAM

DAVID THOMPSON SECONDARY SCHOOL

Number of Male Referrals - 30
Number of Female Referrals - 120

Grades Involved	No. of Students
9	10
10	40
11	50
12	50

No. of Students	Employer
2	Arbor Auto Body
1	A-Z Rentals
5	Block Bros. Ltd. Realty
2	Blue Boy Hotel
2	Brown Bros. Auto Body
5	Camgara Dental Clinic
2	Canadian Imperial Bank of Commerce
7	Champlain Florist
6	Children's Hospital
1	Commercial Illustrators
1	Crown Tire Ltd.
1	D.B.A. Silencing
1	Fairweather Jermaines
1	Fletcher's Fine Food
4	Fraserview Child Care
7	Hallmark Cards
13	The Bay Champlain
2	Jake's Auto Body
3	Jasper Crescent Child Care
6	David L. Jones Wholesale Florist
1	Killarney Gardens Child Care
6	Knight Road Veterinary Clinic
10	Malkin and Pinton Wholesale Hardware
2	Melton Realty
1	Nemetz Engineering - Electrical Drafting
4	Nedco-Northern Electric
2	Oakridge School for Retarded
2	Pacific G.M.C.
1	Quest Metal Works
8	Royal Bank of Canada
1	Douglas Elementary School
1	Moberly Elementary School
2	Fleming Elementary School
1	Stubbs Auto Service
3	Taco Dons Restaurant
2	Tool Town Ltd.
1	Van City Savings
4	White Spot Ltd. Commissary
1	Zephyr Motors Ltd.
125	

APPENDIX F (cont'd)

EMPLOYERS AND NUMBER OF STUDENTS
IN THE WORK EXPERIENCE EDUCATION PROGRAM

SIR WINSTON CHURCHILL SECONDARY SCHOOL

Number of Male Referrals - 11
Number of Female Referrals - 16

No. of Students	Place of Employment
4	Canada Manpower
1	Addington Photography
2	Mayhew-Sherwood Flowers
1	Kelly's Service Station
1	Canadian Pacific Airlines
1	Raoul Beauty Salon
2	South Hill Day Care Centre
2	Granville Day Care Centre
1	Canada Immigration
1	Hudson-Way Service
1	Monarch Tires
1	Oakridge Booklegger
2	Kerrisdale Veterinary
1	Hudson Place Veterinary
1	Roma Distributors
1	Coast Guard
1	Kaiser Distributors
1	David Lloyd George Elementary School
1	Sign-O-Lite Signs
1	Blue Boy Motor Hotel
27	

APPENDIX F (cont'd)

EMPLOYERS AND NUMBER OF STUDENTS
IN THE WORK EXPERIENCE EDUCATION PROGRAM

GLADSTONE SECONDARY SCHOOL

Number of Male Referrals - 1
Number of Female Referrals-19

No. of Students	Employer
2	Canadian General Electric Co. Ltd.
3	I.B.M. Canada Ltd.
5	Canada Manpower & Immigration
1	B.C.A.A.
1	North American Life Assurance Co.
2	Van. City Credit Union
2	Toronto Dominion Bank, E. Hastings
1	Transmountain Pipeline
1	B.C.T.F.
1	Mrs. P. Beeby
1	Standard Oil of B.C.
20	

APPENDIX F (cont'd)

EMPLOYERS AND NUMBER OF STUDENTS
IN THE WORK EXPERIENCE EDUCATION PROGRAM

LORD BYNG SECONDARY SHOOL

Number of Male Referrals- 6
Number of Female Referrals-12

No. of Students	Employer
5	Acadia Veterinary Clinic
2	Blenheim Lodge
2	Point Grey Veterinary Clinic
1	Modern Cafe Ltd.
1	Royal Bank, Dunbar & 17th Ave.
1	The Peddler
2	Bank of Montreal, Dunbar & 28th Ave.
1	Thunderbird Service Ltd.
1	Suzuki Motorcycle Centre
1	Van. City Credit Union
1	Arbutus Private Hospital
18	

APPENDIX F (cont'd)

EMPLOYERS AND NUMBER OF STUDENTS
IN THE WORK EXPERIENCE EDUCATION PROGRAM

KITSILANO SECONDARY SCHOOL

Number of Male Referrals - 5
Number of Female Referrals - 12

No. of Students	Employer
1	Duecks on Broadway
1	C.B.C.
1	Jacoby Bros.
1	Wm. Switzer & Company
1	First Lady Coiffures
1	Creative Day Care Centre
1	Eileen Corbett Centre
1	B.C. Corrections Branch
1	The Bay
1	CKLG
1	Prince of Wales
1	General Gordon
1	Computer Services
1	The Cave
1	Bank of Montreal
1	Rae Sons
1	Cockfield Brown
17	

APPENDIX G

WORK STUDY - WORK EXPERIENCE
EDUCATION PROGRAMME

VANCOUVER SCHOOL
BOARD AGREEMENT

PARTIES TO THE AGREEMENT:

Name of student worker	of	Address of student worker Phone
Name of employer	of	Address of employer Phone
Name of parent or guardian	of	Address of parent or guardian Phone

The Board of Trustees School District No. 39 1595 West 10th Avenue, Vancouver, B.C. Phone 731-1131

1. EMPLOYMENT: The student worker agrees to enter the employ of the employer and the employer agrees to employ and supervise the student worker.

2. DUTIES: The student worker agrees to perform for the employer the duties included in the job description as determined from time to time by the employer.

3. SUPERVISION: During the hours of employment herein set forth the student shall be under the direct supervision and control of the employer; provided however, the employer shall at all times permit the Board or its representatives access to the employment site and the student.

4. WORK STUDY-WORK EXPERIENCE EVALUATION: The employer shall at the request of the Board or its representatives, evaluate the student in the performance of his duties hereunder and report such evaluation on a form from time to time provided to the employer by the Board.

5. WORKERS' COMPENSATION: By Order in Council the students, for the purposes of the Workers' Compensation Act have been deemed to be "workers" of the Government of the Province of British Columbia.

6. REMUNERATION: The employer shall not be obligated to remunerate the student for the services performed by the student pursuant to this agreement.

7. BOARD'S OBLIGATION: It is agreed that having arranged work experience for the student worker as herein set out, the Board's only other obligation is to maintain contact with the student worker and the employer to such extent as to the Board seems adequate, and the Board shall not be Liable for any damage or other claim arising out of any act or omission of any other party to this agreement.

8. INDEMNITY: In consideration of the Board having arranged for the work study - work experience herein described, the undersigned parent(s) or guardian(s) agree(s), and if more than one execute this agreement, they agree jointly and severally with the Board to save harmless and indemnify the Board with respect to any costs or liability arising from any damage or injury occurring or allegedly occurring during, or in connection with, the aforesaid employment.

APPENDIX G (cont'd)

9. TERMINATION: Any party to this agreement may terminate it by giving notice of termination to the other parties at the addresses shown in the agreement.

10. EMPLOYEE TENURE: The employer agrees that the employment of the student hereunder shall not affect the job security of any other employee of the employer, nor the employer's hiring practice with regard to employees full or part-time.

11. INSURANCE: The Board maintains insurance with respect to its liability and that of the student workers under the programme. The employer has the right to inspect the policy of insurance from time to time in effect.

12. EFFECTIVE PERIOD AND HOURS: This agreement shall, unless sooner terminated, by effective from _____, 19__ until _____, 19__. Working hours shall be _____ or other such hours as may be agreed by the employer and the Board

13. EXCEPTION: In the event the student shall be employed by the employer outside the scope of this agreement, the student shall be deemed to be an "employee" or "worker" for the purpose of all Statutes of British Columbia.

_____
Signature of the employer

_____
Signature of the student worker

_____
Signature of parent or guardian

The Board of Trustees of School District No.39

per_____
(signature)

_____
phone number

DATED AT _____, 19___

School:_____

Address: _____

Phone No. _____

White Copy - To Parent
Blue Copy - Retained in School
Pink Copy - To Employer
Green Copy - Sent to VSB

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Hopwood, A.L. Work Experience Education Program at David Thompson Secondary School.
Research Report 74-20 June, 1974.
Department of Planning and Evaluation, Board of School Trustees, Vancouver, B.C.